DOCUMENT RESUME

ED 351 231 SO 022 391

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TITLE The Anatomy of Conflict. Topic #1 in a Series of International Security and Conflict Curricula for Grades 7-12 and Community College.
INSTITUTION Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.
PUB DATE 88
NOTE 55p.; For related documents, see SO 022 403 and SO 022 407.
AVAILABLE FROM SPICE--Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 ($17.95 includes slides for this unit).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Community Colleges; *Conflict; *Conflict Resolution; International Relations; Secondary Education; Skill Development; *Social Studies; Student Educational Objectives; Teaching Methods; Units of Study

ABSTRACT

This four-day unit is designed for use in social studies and/or literature classes at secondary (7-12) and community college levels as a general introduction to conflict on personal, group, and world levels. The unit introduces students to and familiarizes them with the characteristics and mechanisms of conflicts at all levels and with basic conflict resolution/management alternatives. Students define conflict, divide it into separate elements, and apply these elements to conflict analysis on all levels. As a result students understand conflicts as phenomena with causes, consequences and different possible outcomes, and not as isolated events that should necessarily be either avoided or sought. Students also discuss controversial issues such as the morality of conflict and whether a link exists between personal and international conflict behavior and its resolution. The overall purpose of these activities is to develop students' analytic and critical skills regarding conflict. Five appendices appear at the end of the unit: (1) Related Activities; (2) Connections to Textbooks; (3) Connections to California's History/Social Science Framework and Model Curriculum Standards; (4) Bibliography; and (5) Educational Philosophy. (DB)

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THE ANATOMY OF CONFLICT

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THE ANATOMY OF CONFLICT
Topic #1 in a Series
of International Security and Conflict Curricula
for Grades 7-12
and Community College

Developed by Robin Riddle, Margaret Beernink, and the
International Security and Arms Control Project Staff,
Stanford Program on International and
Cross-Cultural Education

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ACKNOWLEDGEMENTS

Many individuals contributed to the development of this curriculum unit. While the unit has changed significantly since its first draft in May 1985, we are indebted to Margaret Beernink, a teacher associate of the International Security and Arms Control Project, for her original efforts and conceptualization. From May to December 1985 revisions were made by Ms. Beernink and ISAAC Project Coordinator Robin Riddle. Subsequent revisions in 1987 and 1988 were also made by Ms. Riddle.

During the 1985-86 school year, this unit was field-tested by several California junior and senior high school teachers; significant evaluations were provided by ISAAC Project teacher associates, especially Emmett O'Neill and Malcolm Mitchell. During a curriculum revision workshop in August 1986, significant contributions were made by ISAAC Project teacher associates Joline Bettendorf and Lee Torliatt as well as Stanford University philosophy student Lenore Schwan.

Many educators and scholars nationwide offered reviews of the final draft during the 1986-87 school year. We would especially like to thank the following people for their thoughtful evaluations: Dave Bernstein, Asst. to the Directors at Stanford University's Center for International Security and Arms Control; Karen Bernstein, Stanford University Political Science Professor; Emily Caperton, consultant, Berkeley Unified Public School District; Bob Freeman, President, Global Educators; Rick Girling, Galileo High School; Joanne McKray, Skyline High School; Robert North, Stanford University Political Science Professor; Robert Pickus, President, Northern California World Without War Council; Colonel James Short, speaker, American Security Council Foundation; and Deborah Welsh, Welsh Associates for Negotiation Training.

The following staff members of the the Stanford Program on International and Cross-Cultural Education provided helpful comments: Kay Sandberg Abe, David Grossman, Helen Strate, Lia Turk, and Tuckie Yirchott. Significant final field-testing evaluations were given by Jan Levandusky of Mountain Home Junior High School, Dan Tonnesen of the Stanford Teacher Education Program, and research assistant George Tseo. Final revisions were made by Ms. Riddle and Stanford University political science student Felicia Wong.

Overall editorial assistance was provided by Ms. Riddle and Ms. Bettendorf. Production assistance was provided by research assistant Paula Lum, Ms. Schwan, and especially Ms. Wong.

Funds for the development of this unit were provided by the Compton Fund, the MacArthur Foundation, the Hewlett Foundation, and the Center for International Security and Arms Control at Stanford University. We are grateful for their support.

CREDITS

The cover was designed and produced by Keith Yamashita.

The first lesson plan, Conflict in Pictures, was adapted by Robin Riddle and Margaret Beernink from Patterns of Human Conflict developed by David C. King with Global Perspectives in Education, Inc. (Warren Schloat Productions, Inc., Tarrytown, NY, 1973).

We are grateful to the following individuals or organizations for permission to reprint their photographs for this first lesson: Annie Griffiths; Visual Education Corporation; Contact Press Images; the National Geographic Society; Dick Raphael; Richard Goldman; Jim Brandenburg; McGraw-Hill; Fran Seigel, photographic agent. These photographs were collected by Stanford University education student Laura Doctor. Slides of these photographs were made by ISAAC Project teacher associate Lynn Ritter.

Conflict in Pictures (Handout #1) was developed by the International Security and Arms Control Project.

Homework (Handout #2) was written by Margaret Beernink and adapted by Robin Riddle for the International Security and Arms Control Project.

Discussion Questions (Handout #3) was prepared by Robin Riddle for the International Security and Arms Control Project. It is adapted from "Questions for Analyzing Conflicts" by Robert E. Freeman (1975).

Elements of Conflict (Overhead #1) was prepared by the International Security andArms Control Project.

Conflict Resolution and Management Methods (Reference #2) was written by Robin Riddle, Cathie Weihe, and Felicia Wong for the International Security and Arms Control Project.

Conflict Chart (Handout #4) was developed by Robin Riddle and Cathie Wiehe for the International Security and Arms Control Project. Its teachers guide (Reference #3) was developed by Robin Riddle for the International Security and Arms Control Project.

Appendices A-E were written by Robin Riddle for the International Security and Arms Control Project.

ABOUT THE INTERNATIONAL SECURITY AND ARMS CONTROL PROJECT

The International Security and Arms Control Project is a curriculum and staff development program aimed at improving the quality of elementary and secondary education about international conflict and security affairs. It is the first international issue-focused project of the Stanford Program on International and Cross-Cultural Education, complementing SPICE's four culture-based projects (Africa, China, Japan, and Latin America).

The International Security and Arms Control Project combines the technical expertise, research and educational resources of the Stanford Center for International Security and Arms Control with the curriculum and staff development programs of the California International Studies Project (CISP). This combination of scholarly resources with large-scale systematic access to educators makes the ISAAC Project unique in the field.

The ISAAC Project works closely with a small group of teacher associates primarily from Northern California in developing, reviewing, testing, and evaluating curriculum materials appropriate for social studies (including history and psychology), literature, science, and economics classrooms. Strong emphasis is placed on balanced presentation, multiple perspectives, and critical thinking skills. In addition, all materials are being developed with teachers' time constraints and desire for flexibility in mind. The curricula reflect sensitivity to the problems of teaching controversial issues. The curriculum materials are produced in cooperation with Stanford's Center for International Security and Arms Control. (See Appendix E for further details of the curriculum development process.)

For further information regarding the curriculum and staff development activities of the International Security and Arms Control Project, contact the ISAAC Project Coordinator, GSB-LC Bldg., Room 14, Stanford, CA 94305-5013, 415/723-1114.

ANATOMY OF CONFLICT

INTRODUCTION

This four-day unit is designed for use in social studies (including psychology and sociology) and/or literature classes at secondary (7-12) and community college levels as a general introduction to conflict on personal, group, and world levels. (The unit may easily be adapted to the upper elementary level.) The unit introduces students to and familiarizes them with the characteristics and mechanisms of conflicts at all levels and with the basic conflict resolution/management alternatives. Students define conflict, divide it into separate elements, and apply these elements to conflict analysis on all levels. As a result, students understand conflicts as phenomena with causes, consequences and different possible outcomes, and not as isolated events that should necessarily be either avoided or sought. They also discuss controversial issues such as the morality of conflict and whether a link exists between personal and international conflict behavior and its resolution. The overall purpose of these activities is to develop students' analytic and critical skills regarding conflict, which is a pervasive part of both personal life and international relations.

RATIONALE

Conflict is one of the most important concepts in present and future education. To ignore conflict as a social force worthy of recognition in an educational setting is an unrealistic view of how human destinies have been shaped. Conflict may be the most powerful force structuring the world today.

While conflict pervades our lives, it seems that few students realize that conflicts can have both positive and negative consequences and that there are many conflict resolution and management alternatives. This unit serves to illustrate the complexity of conflict. The unit is an objective introduction to the study of conflict at all levels. An analysis of the component parts permits each of the various aspects of conflicts to be better understood and thus better acted upon.

The mastery of the basic elements of conflict and the ability to apply them is the student's foundation for a critical view of history, current events, and conflicts which arise in their own lives. These analytical techniques help bring a wide range of conflicts into a more understandable context from which the lessons of these conflicts are more obvious. Questions about the characteristics and mechanisms of conflict become practically relevant as identifying, analyzing, and understanding conflicts may enhance the students' ability to cope with conflicts. By the intelligent use of data and analysis, students can gain important insights into matters with which they will have to deal.

GOALS

In exploring the anatomy of conflict, students will:

- o analyze examples of conflicts and recognize ways in which they are similar and different
- o recognize that different people can see the same situation as either conflictual or non-conflictual
- o recognize that conflict is a common characteristic of human experience
- o explore their feelings about conflict
- o develop definitions of conflict
- o learn that conflict is composed of different elements and components
- o recognize that a conflict can have positive as well as negative consequences and that these outcomes can determine whether a conflict is constructive or destructive
- o learn that there are many responses to conflict, and these responses can lead to the resolution or escalation of some components of the conflict, to the creation of new conflicts, or to no change in the original conflict
- o understand that conflict is a complex force

The objectives for this unit are listed at the beginning of each lesson plan.

SUGGESTED SEQUENCE OF ACTIVITIES

Day #1: In class

Conflict in Pictures: Students observe slides or pictures of conflict situations. From their observations of the pictures and their own experience, groups of students formulate definitions of conflict.

Day #1: Homework

Students finish their definitions of conflict and each gather three examples of conflict.

Day #2: In class

Conflict Analysis: Students share conflict examples from their homework and observe the characteristics of these conflicts. Students then discuss the elements of conflict.

Day #2: Homework (optional)

Students can analyze their own examples of conflict (gathered from Day 1's homework).

Day #3: In class

Conflict Resolution, Conflict Management, and Their Results: Students discuss the final two elements of conflict: resolution/management and outcome. They then use a conflict chart to analyze a hypothetical conflict situation in terms of its separate elements.

Day #4: In class

Conflict Resolution, Conflict Management, and Their Results (continued): Students discuss some of the related larger issues such as whether conflict has constructive as well as destructive results, the differences between conflict and violence, and whether analogies can be drawn between conflict categories.

KEY TERMS AND CONCEPTS

The following key terms and concepts are boldfaced the first time they appear in the unit: conflict, conflict management, conflict resolution, constructive, destructive, elements, escalate, goals, inter-, interests, interruption, intra-, participants, resources, results, and values.

ADAPTATIONS

Appendices A, B, C, D, and E will be useful to any teacher interested in adapting this curriculum unit. Appendix A provides a list of related activities in social studies (including psychology and sociology) and language arts. Appendix B provides a list of connections to textbooks. Appendix C provides information on how this unit meets California's History/Social Science Framework and Model Curriculum Standards. Appendix D provides a bibliography of reference and classroom materials. And Appendix E provides the overall educational philosophy of the International Security and Arms Control Project.

CONFLICT IN PICTURES
Lesson One

Introduction

The purpose of this exercise is to introduce the concept of conflict. Through the use of a few key questions and some pictures showing conflict and non-conflict situations, students can quickly develop their own definitions of conflict and some generalizations which are applicable to many personal, group, or world situations. The purpose of the homework assignment is for students to (a) demonstrate comprehension of the work done in class by writing a definition of conflict, and (b) synthesize this understanding by coming up with three examples of conflict situations.

Materials

- 5-10 slides or other visual depictions of conflict and non-conflict situations. Ten slides for this unit are available for purchase from the ISAAC Project.
- one copy per student of Handout #1: Conflict In Pictures
- one copy per student of Handout #2: Homework
- Reference #1: Slide Descriptions (applicable only if using slides from the ISAAC Project)
- slide projector and screen (necessary only if using slides for **Conflict in Pictures**)

Objectives

In lesson one, students will:

o distinguish between "conflict" and possible synonyms for "conflict"

o observe slides or pictures showing conflict and non-conflict situations and decide for themselves whether the pictures represent conflict or not and state how they know this

o share their reactions to the pictures and answer questions which help them to further analyze conflicts and begin to recognize the characteristics of conflict

o identify six categories of conflict

o gather three conflict examples

o write a definition of conflict

Procedures: Day 1

Context-Setting: 10 minutes

1. Begin by telling students that their main goal in class today is to write a definition of **conflict** without using a dictionary.

2. To provide a context for the study of conflict and to help prepare students for the homework assignment, engage students in a discussion by asking them:

   - to respond to the following statements in order to start them thinking about conflict and their attitudes toward conflict:

     The world would be a better place without conflict.

     The best way to avoid violent conflict is to be stronger than all potential enemies.

     All conflicts should be avoided.

   - what examples of conflict they have seen or experienced in their everyday lives. The point here is to show that conflict exists and is part of students' everyday existence. (Possible responses: students may bring up examples of conflict related to crime, racism, boy/girl arguments, teen/parent arguments, or teacher/student disputes.)

   - to list some commonalities, patterns, or similar components of the examples they have raised. (Possible answers: all conflicts have causes and resolution alternatives; all conflicts have participants.)

   - to list some differences in the conflicts. (Possible answers: conflicts can be planned or unplanned, useful or not useful, violent or non-violent, inevitable or avoidable.)

   - to supply synonyms and antonyms for "conflict." Supplement the students' list with the following terms:

     possible synonyms: hassle, competition, fight, problem, dissonance, creative tension, disagreement, dispute

     possible antonyms: harmony, accord, agreement, friendship, peace

     Point out to the students that these words are not equal for all situations. For example, although a fight is a type of conflict, not all conflicts are fights. Also, students may choose as synonyms words meaning "violence." Explain to them that conflicts are not necessarily

violent, although they certainly can be violent. You will probably find that a large number of your students associate "conflict" with violence or war. Discuss why these terms or images are so frequently connected with conflict. Further, ask students to distinguish between "conflict" and the other possible synonyms they mentioned. You may also wish to ask students to distinguish between non-conflict and some possible antonyms they mentioned.

Conflict in Pictures: 30 minutes

1. Encourage students to keep the previous discussion in mind as they view the slides or pictures you have prepared. Give students Handout #1, "Conflict in Pictures." Explain that they will be looking at a set of ten slides or pictures, five at a time.

2. As you show the first set of five slides or pictures, ask students to fill in Handout #1.

3. Indicate that there are at least six categories of conflict:

   (a) **Intrapersonal** conflict involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces an intrapersonal conflict.

   (b) **Interpersonal** conflict involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved. When two people both claim a piece of property as their own, an interpersonal conflict arises.

   (c) **Intragroup** conflict occurs between the members of a single group.

   (d) **Intergroup** conflicts take place between two or more discrete groups of individuals.

   (e) **International** conflicts occur between two or more nations.

   (f) **Global** conflict occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups or nations. Environmental problems are commonly related to the causes of some global conflicts.

   It will probably be necessary to remind students that **intra-** means "within" while **inter-** means "between.

   Note: The intranational category of conflict is missing from this list. Add this category if the class finds it necessary. However, intranational conflicts (conflicts within a nation,

such as the U.S. Civil Rights Movement) are typically intergroup conflicts as well.

If you believe that students need further clarification of these categories, ask them to generate examples or ask them to classify examples of conflict the offered in the context-setting discussion.

4. Ask the following questions (related to Handout #1) as you go through the first set of five slides or pictures again:

   a. What is happening in the picture?
   b. Do you think this is a conflict? (Ask for a show of hands.) If some students answer "yes," ask some or all of these questions to have students elaborate on the details of the conflict shown:

      1) Into which of the six categories does it fit?
      2) How do you know it is a conflict or potential conflict? What are the symptoms or signals of conflict?
      3) What seems to have caused the conflict? Is the cause clear?
      4) In what ways could the conflict be considered harmful? Whom might the conflict hurt? Other than the main participants, who might be hurt or affected by this conflict?
      5) In what way could the conflict be considered useful? In what way could the conflict yield positive effects or results?
      6) In what way could the conflict get worse? What factors suggest that the conflict may intensify?
      7) How might this conflict be resolved?
      8) If you have ever been involved in a similar situation, how did you resolve the conflict?

   Students should not change their answers on Handout #1 during this discussion. Stress that this is not an exercise with right and wrong answers. Students will perceive the pictures differently. The point of this exercise is to show students that a conflict is a complex event.

5. If your students are interested in this visual description/analysis activity or if you feel students need more practice at analyzing the slides or pictures, show the next set of five slides and repeat the procedures in #4 above.

6. If you have not done so already, bring up the following points with students:

   o Conflicts can have causes not directly related to the primary actors. For example, you could get angry at a friend about something insignificant because you are upset that you got into a car accident.

- o Conflict exists at all levels of social organization.
- o Conflict is not always resolved violently.

7. If time permits, ask students the following questions:
   - o If a lion attacks a rabbit, does a conflict exist?
   - o Are conflicts between nature and humans always dysfunctional or harmful?

Defining Conflict in Groups: 10 minutes

1. Remind students to consider the commonalities of the conflicts they just viewed when developing a conflict definition.

2. Divide students into groups of five. The groups should discuss the meaning of conflict by looking at their answers in Handout #1 and reviewing the class discussion. Encourage groups to ask each member to analyze one slide so that a variety of different types of conflicts are discussed before a final definition is formulated. Groups should work toward a group definition.

3. After the group discussion, each student should write down a definition of conflict which may be revised in the future. Some students may prefer to draw symbols or model representing conflict.

Homework:

1. Students should revise their definitions of conflict after carefully reviewing the day's lesson.

2. Distribute Handout #2 to students. Ask them to read and follow the directions as homework.

SLIDE DESCRIPTIONS

1. A sailor greets a woman and her child.
   Photograph by Annie Griffiths. Used with permission of the photographer. Appeared in National Geographic, Vol. 164, No. 6, December 1983, p. 822.

2. A car accident.
   Photograph by Tom Dunham. Used with permission of Visual Education Corporation. Appeared in Decisions: Making Personal Economic Choices, Brenneke and Hamill, EMC Publishing, St. Paul, Minnesota, 1985, p. 316.

3. Tears.
   Photograph by Annie Griffiths. Used with permission of the photographer. Appeared in National Geographic, Vol. 159, No. 1, January 1981, p. 43.

4. Famine-stricken Ethiopians.
   Photograph by Tony Burnett. Used with permission of Contact Press Images. Appeared in Time, June 9, 1986, p. 37.

5. Battle dress of 12th-century Japanese hero-warrior with a seven-foot bow.
   Photograph by George F. Mobley (c) 1976 National Geographic Society. Used with permission of the National Geographic Society. Appeared in National Geographic, Vol. 149, No. 6, June 1976, p. 848.

6. Checkerboard.
   Illustration (c) Earl Keleny 1985. Used with permission of Fran Seigel. Appeared in Scholastic Update, Vol. 118, No. 6, November 15, 1985, cover.

7. Basketball Game: Boston Celtics vs. Houston Rockets.
   Photograph by Dick Raphael. Used with permission of the photographer. Appeared in Time, Vol. 127, No. 23, June 9, 1986, p. 68.

8. Handcuffed.
   Photograph by Richard Goldman. Used with permission of the photographer. Appeared in Scholastic Update, Vol. 118, No. 14, March 21, 1986, cover.

9. This youngster lost both of his arms.
   Photograph by Jim Brandenburg. Used with permission of the photographer. Appeared in National Geographic, Vol. 161, No. 6, June 1982, p. 780.

10. July 1945, New Mexico: the first successful detonation of an atomic bomb.
    Appeared in The Impact of Our Past, Weisberger, McGraw-Hill, New York, 1976, p. 720. Reproduced courtesy of McGraw-Hill.

HANDOUT #1

CONFLICT IN PICTURES

Directions: As each picture is shown, write down a brief description of it. Write "yes" or "no" for whether you thought the picture was of an actual or potential conflict situation. If you answered "yes," write down why you thought it was a conflict. (If you need more space, use the back of this paper.)

	Description	Conflict?	If yes, why?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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HOMEWORK

Directions: Get three examples of conflict from any source you like (your own experience, the newspaper, tv, your imagination, etc.). You are encouraged to present your examples with original drawings or pictures from magazines. The three categories, their definitions, and some examples of conflicts are below.

Individual -- Category #1

intrapersonal (within a single person)
- buying one product or another
- eating or not eating
- drinking alcohol or not

interpersonal (between two or more individuals)
- between husband and wife over who will cook dinner
- between neighbors over property dividing lines

Group -- Category #2

intragroup (within a group)
- deciding who should be the leader
- setting goals as a group

intergroup (between two or more groups)
- between political parties over political control
- between rich and poor over wealth re-distribution

World-- Category #3

international (between two or more nations)
- border disputes
- political influence over another nation

global (among many people who don't necessarily belong to well-defined groups or nations)
- disputes over pollution or acid rain
- what to do about concern for over-population

For each of the examples you choose, you should be able to answer the following questions:

1) What is happening in this conflict?
2) Is the conflict violent or non-violent?
3) What are your assumptions about what caused the conflict?
4) In what ways is the conflict useful, if any?
5) Whom, if anyone, might the conflict victimize?

Write your revised definition of conflict here:

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CONFLICT ANALYSIS
Lesson Two

Introduction

In this lesson, students will further develop their descriptions of conflict by dividing conflict into its separate elements or components. They will then apply these elements to an analysis of several conflicts.

Materials

- one copy per student of Handout #3: Discussion Questions
- Overhead #1
- overhead projector and screen

Objectives

In lesson two, students will:

- o explore the five elements or components of conflict by discussing a student-related conflict scenario
- o distinguish between conflict resolution and conflict management
- o analyze in groups several conflicts
- o discuss whether conflict analysis can be objective

Procedures: Day 2

Definitions: 5 minutes

1. Have students share their conflict definitions with the class. (Note: You are not looking for a single proper definition for conflict, such as "A conflict is a fight," but definitions which describe a conflict as composed of many elements or components.)

2. Students should keep this homework assignment until Day 3.

Elements of conflict: 5 minutes

1. Ask students to identify any commonalities in their definitions of conflict. Use Overhead #1 as a guide to the introduction of terms with which they can categorize these commonalities into the **elements** of conflict.

2. Tell students that all conflicts have a participant or **participants**, and that each of these participants have **goals.** These goals concern **values, interests,** or **resources.** A conflict occurs if these values cannot exist simultaneously, or if the interests cannot be realized simultaneously, or if the resources are scarce so that both participants cannot

have them simultaneously, then a conflict occurs. Ask for examples of goals concerning values, interests, and resources in order to make sure that students understand these terms. (Examples: value conflicts could be about different religions or moral beliefs; interest conflicts could be about status; resource conflicts could be about the supply of minerals.)

Generally, participants are not aware of the conflict until some interruption has occurred. If the plans to meet the original goals are interrupted, then the participants must reformulate their plans or take different actions. Tell students there are many methods participants can use to reformulate their plans or take different actions after such an **interruption.** Ask students what some of these methods are. (Possible answers: fight, negotiate.) These methods are taken either to **resolve** or to **manage** the conflict. Make the following distinction for the class:

- A participant using a method of **conflict management** does not want to resolve the conflict, but also does not want the conflict to escalate.

- A participant using a method of **conflict resolution** wants to resolve the conflict so that it no longer exists.

Inform students that they will study more about management and resolution methods the following day, but that for now they should realize that management/resolution is one of the elements of conflict.

Tell students that after conflict resolution and/or conflict management methods are utilized by one or both participants, the conflicts may **result** in many different outcomes. Ask students to name some specific results. (Possible answers: an enemy may be eliminated; a conflict may escalate; a new conflict may arise; new plans may be devised by one or both participants.) Inform students that they will study more about results on Day 3.

Scenario/Discussion: 20 minutes

1. Examine these elements of conflict by looking at the following scenario, which is an example of a situation that a student might describe as demonstrating conflict in his or her everyday life. Read to students the following:

   Bob is trying to study for an exam. His younger brother Alex is playing his stereo loudly which distracts Bob from his studies.

2. Discuss the scenario with the following questions, which are based on the five elements of conflict:

- Who are the participants in the conflict? (Answer: Bob and Alex.)

- What are the respective goals of the participants? Do these goals relate to values, interests, or resources? (Answers: Bob's immediate goal is to study. His motive or long-range goals may be to achieve a high exam score. Alex's immediate goal is to to listen to the stereo. Both boys' goals relate to interests.)

- What is the conflict between these participants? (Answers: As Bob's studying is interrupted or disrupted by the loud stereo, he is less likely to achieve his goal. Both brothers cannot, under the current circumstances, achieve their goals at the same time.)

- What are the possible feelings and reactions of the participants? (Possible answers: Bob is probably frustrated and perhaps angry. Alex may be enjoying himself, unaware that the music is bothering Bob.)

- What signs, evidence, and signals could there be of conflict? (Possible answer: The conflict may be signaled by the two brothers yelling at each other.) Point out that signals may move the conflict from the intrapersonal level to the interpersonal level.

- What resolution and management methods could each participant use to deal with the conflict? (Possible answers: Bob could: 1) ask Alex to turn down the music; 2) ask Alex to turn off the stereo; 3) study elsewhere; 4) decide not to study or to study at another time. Alex could: 1) turn down the stereo or use headphones; 2) turn off the stereo; 3) continue to listen to the loud music.) Point out that if Alex or Bob ignores the conflict, the conflict will continue until the situation radically changes.

- How might these methods affect the original goals of each of the actors? (Possible answers: Bob could achieve his original goal either by studying elsewhere (3) or by asking Alex to turn the stereo off or the volume down (1,2) and by Alex complying. Alex could achieve his original goal by continuing to listen to the loud stereo (3) or perhaps by turning it down (1). Bob will not achieve his original goal if Alex does not turn down the stereo or if Bob chooses to abandon his studies out of frustration. Alex will not achieve his original goal if he turns off the stereo.)

- Which of these methods might resolve or manage the conflict? (These answers will vary.)

- Introduce the term **escalate.** Which of these options might escalate the conflict? (Possible answer: If Bob asks Alex

to turn the stereo down or off, Alex refuses, and yet Bob does not move or abandon his goals, the conflict could escalate as Bob becomes increasingly frustrated and cannot achieve his goal.)

- What unpredicted events might completely change the conflict? (Possible answers: the boys' parents may intervene or one of Bob's classmates might call to say the exam has been cancelled.)

- In what ways is the scenario difficult to analyze? Are both the participants' goals clear? Will both participants recognize that a conflict exists? Is there a history of this conflict? Are there house rules about stereo-playing?

Note: Handout #4 and Reference #3 provide for even deeper analysis of a conflict situation. We suggest that you not use these two sources to analyze the Alex/Bob scenario as students are probably not yet ready for a further level of complexity.

Group work: 20 minutes

1. Divide the class into groups of 4 or 5. Distribute Handout #3 to the each student. Tell them that these questions are the ones you just asked them when discussing the Alex/Bob scenario.

2. Instruct each group to select at least two conflict situations from those each member devised for homework using Handout #2. The group should complete Handout #3 according to these situations. Students may want to avoid examining cases of intrapersonal conflict as Handout #3 does not work as well with these cases. Give students 15 minutes to complete this assignment.

3. Each group should report one or two examples to the whole class. Ask students if they believe the analyses were objective as if written by an outside observer. Would the analyses be any different if either of the conflict participants had written the analysis? It is important to point out that some of the answers given to the questions on Handout #3 are guesses or predictions. For example, it may not always be clear what the goals or intentions of participants are or what their feelings are in response to the conflict.

Homework:

1. As an option, you may want to assign students to analyze one of their own conflict examples (not already analyzed by the groups) by using Handout #3.

DISCUSSION QUESTIONS

Answer these questions on a separate piece of paper.

1. Who are the participants in the conflict? (These may be individuals, groups, or nations.)

2. What are the respective goals of the participants? (Goals may relate to values, interests, or resources.)

3. What is the conflict between these participants?

4. What are the feelings and reactions of the participants?

5. What signs, evidence, and signals are there of conflict?

6. What options do each of the participants have to respond to the conflict?

7. How might these options affect the original goals of each of the participants?

8. Which of these options could resolve or manage the conflict?

9. Which of these options could escalate the conflict?

10. What unpredicted events might completely change the conflict?

11. In what ways is this conflict difficult to analyze?

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OVERHEAD #1

ELEMENTS OF CONFLICT

PARTICIPANTS

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GOALS

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|

INTERRUPTION

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|
|

MANAGEMENT/RESOLUTION METHODS

|
|
|

RESULTS

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CONFLICT RESOLUTION, CONFLICT MANAGEMENT, AND THEIR RESULTS
Lesson Three

Introduction

This two-day lesson will examine methods of conflict resolution and conflict management, particularly those used when dealing with national and international conflicts. This lesson will also help students realize that the result of the conflict is to a large extent dependent on the method chosen to resolve or manage it. Students will use a conflict chart to analyze an international conflict situation. This is similar to the interpersonal conflict analysis on Day 2. Finally, they will discuss some of the larger issues related to conflict.

Materials

- Reference #2: Some General Conflict Resolution and Conflict Management Methods
- one copy per student of Handout #4: Conflict Chart
- Overhead #2: Conflict Chart (same as Handout #4)
- overhead projector and screen
- one copy per student of Reference #2: Some General Conflict Resolution and Conflict Management Methods (optional)
- Reference #3: Teacher's Guide to Handout #4

Objectives

Students will:

- o review the differences between conflict resolution and conflict management
- o learn about the many methods of conflict resolution and management
- o analyze conflicts from the past and present, and compare these analyses
- o learn that different methods of conflict resolution achieve different outcomes
- o learn three categories of results of conflicts
- o discuss values in relation to conflict resolution and conflict management methods
- o discuss whether analogies exist between conflict behavior and conflict resolution/management strategies at personal and world levels
- o summarize what they have learned about conflict

- examine the concepts of constructive and destructive results in order to move beyond the notion that conflict is inherently bad

- establish that differences exist between conflict, violence, aggression, and competition

Procedures: Day 3

Context-Setting: 5 minutes

1. Have students hand in their conflict definitions and conflict examples (Handout #2.)

2. Quickly review from Day 2 the elements of conflict and the application of these elements to an interpersonal conflict analysis. Today, students will apply these same elements to an analysis of a national or international conflict. Emphasis will be on the last two elements of conflict: resolution/management and results.

3. Remind the class of the following definitions.

   - A participant using a method of conflict resolution wants to resolve the conflict so that it no longer exists.

   - A participant using a method of conflict management does not want to resolve the conflict, but also does not want the conflict to escalate.

   To make sure that students understand the difference, describe for them the following conflict situations:

   - Consumers boycott purchasing a corporation's product because the company dumps toxic waste into the ocean. The corporation, because of declining profits, stops dumping the waste and finds another way to dispose of it. Consumers resume purchasing the product.

   - Burglary is a conflict between society and thieves. Laws against burglary discourage thieves who fear the punishment of jail, but the laws do not entirely stop the problem of theft.

   Ask students which of the examples was one of conflict resolution? (Answer: The first example is one of conflict resolution because the company no longer dumps toxic waste and the consumers stop the boycott.) Which was one of conflict management? (Answer: The second example was one of conflict management because although incidents of burglary may decline due to the enforcement of laws, some burglary continues.)

Specific Resolution/Management Methods: 15 minutes

1. Ask students to list examples of types of resolution methods. (Examples: negotiation, election, force/violence.) Write their examples on the chalkboard or on an overhead.

2. Use Reference #2 to supplement the class' list of methods. You may want to go over each of the methods listed or simply highlight a few. Point out that not all of these alternatives are applicable in a given conflict situation. As you explain each method, ask students for examples (general or historical). Ask students to relate these resolution methods to conflicts they have faced in their personal lives. Ask students if they can name methods other than those you have already discussed.

3. Refer back to the example of consumer boycott and theft. Which methods were used in resolving or managing each case? (Answer: In the first case, the consumers exerted influence through a boycott and the company compromised with the consumers. In the second case, the enforcement of laws threatens the burglars, lessening total thefts.)

4. Continue the discussion by making the following points:

   - The boycott was an example of a reactive method of conflict resolution while the laws on burglary are proactive or preventative methods.

   - Within a single situation, participants can unilaterally or bilaterally attempt to resolve or manage the conflict.

   - Several conflict resolution and management methods can be used simultaneously or in stages throughout the duration of the conflict.

   - Some conflicts are neither resolved nor managed, either because methods used by one or both parties are not effective ones or because both parties ignore the conflict. Can students think of examples (from current or historical events) of conflicts which were not resolved or managed on first attempt?

5. Ask students how they might categorize the conflict resolution and management methods they have discussed. Examples of categorization include:

   - methods which utilize manipulation or force and those which don't

   - methods which are used by governments and those which aren't

   - methods which are utilized by a participant with power to deny power to the other participant and methods which are

utilized by a participant with little or no power to gain power

- o methods which encourage social change or transformation and those which don't
- o methods which recognize common ground between participants and those which don't
- o methods which operate through institutions and those which don't
- o methods which are violent and those which are non-violent
- o methods which require immediate communication between participants and those which don't
- o methods which are competitive and those which aren't
- o methods which are bilateral and those which are unilateral
- o methods which encourage cooperation and those which don't
- o methods which require or encourage consensus decision-making between participants and those which don't
- o methods which are used primarily in value conflicts and those which aren't typically tied to value conflicts

What other categories can students formulate?

Results of Conflict: 10 minutes

1. Remind students that a result is one of the elements of conflict. The results of a conflict are closely tied to the conflict resolution/management methods used. Point out to students that within the definitions of conflict resolution and conflict management are implications about the results: that the conflict is either managed or resolved.

2. Tell students that results often fall into one of the following broad categories.

   - o A win-win outcome is one in which both participants appear to "win," or achieve their primary goals.
   - o A win-lose outcome is one in which only one participant appears to "win," or achieve its primary goals.
   - o A lose-lose outcome is one in which neither participant achieves its primary goals.

Note: When the above terminology is used, it refers to each participant's primary objectives. The definition given of "win-win" is a strict one. Another definition is not concerned with whether participants achieve their primary goals but rather with whether both participants leave the conflict with a sense/feeling of positive change, in themselves and/or in their mutual relationship. Using this alternative definition, the outcome of a win-win solution may not be the achievement of the primary goals because these goals may no longer seem relevant and are thus replaced by other goals. A third definition is that both participants feel they came out of the conflict better than they went into it. Neither participant may achieve its primary goals but both may gain. You may wish to discuss these different definitions with students and ask them to identify the differences. You may also wish to point out that some people call win-win resolutions "creative" resolutions. Ask students why this term may or may not be appropriate.

3. Ask students to name some specific kinds of resolution or management results. (Possible answers: the conflict disappears, a new conflict arises between the same participants or between new participants, the entire conflict remains, the conflict has escalated, part of the conflict remains.)

   Ask students to offer specific examples of these results. (Possible answers: participants agree to disagree, participants reach a consensus, one or both participants are destroyed, one participant surrenders, participants compromise.)

4. Discuss with students the difficulty in determining whether a result is positive or negative. Why might it be difficult to determine what the results are? (Possible answers: it may take a long time for all or some of the results to appear; participants may perceive different results.)

5. Discuss the relationship between conflict resolution and management methods and results with students by asking these open-ended questions:

   - Do particular conflict resolution or conflict management methods encourage or ensure winwin, winlose, or loselose outcomes? If yes, how so?

   - If a conflict is resolved, does a win-win outcome always result? Similarly, if a conflict is managed, does a win-lose or lose-lose outcome always result?

   - Do particular methods encourage conflict escalation or other results?

- o Do students agree with this statement: the result of conflict is, to some degree, dependent on the method which is used to resolve or manage it. Why or why not?

Conflict Chart: 20 minutes

1. Distribute Handout #4 to the class. This chart can be used to analyze a present or past conflict from beginning to end. The chart will help illustrate the premise that for any conflict there are many alternative resolution and management methods and that implementing methods does not necessarily resolve or manage a conflict. This is true in part because the result of one conflict resolution or management method may in turn cause another conflict. In order to explain how this chart works, present to students the following conflict situation:

   Country A and Country B disagree about their mutual border; each wants more territory than the other wants to allow.

2. Using questions from Handout #4 and Reference #3, have students work through the above example as follows:

   Identify the conflict.

   - Who are the participants? (Answer: Country A and Country B)

   - What are the the goals of each participant and what is the nature of the conflict? (Answer: Each nation wants to gain as much land as possible. The conflict is a border dispute related to mutually incompatible goals.)

   - Classify the conflict. (Answer: international.)

   - Is the conflict concerning values, interests, or resources, or a combination of these? (Answer: The goal of both nations is to gain land resources.)

   - Are the participants' goals and motives hidden or obvious? (Answer: while the given situation indicates that both nations want more territory, it is unclear why they want this territory. Do they want to weaken the other nation? Do they need more land for crops?)

   - What signals or evidence is there of conflict? (Answer: Beyond the disagreement we are told about, no other signs of conflict are indicated.)

   - Are there particular areas of disagreement and agreement to note? (Answer: The participants disagree about their mutual border. No areas of agreement have been specified.)

Identify the alternatives.

- Generate possible strategies to resolve or manage the conflict. (Possible answers: Country A and Country B could go to war and the victor could take all the land. Country A and Country B could negotiate and agree to draw the border so that each gets an equal amount of territory. Country A and Country B could agree to allow a neutral third nation to arbitrate their dispute. If the two countries are trade partners, Country A could exert influence by imposing economic sanctions on Country B.)

- Which alternatives might result in a win-win outcome? Win-lose? Lose-lose? (Answers depend on one's perception and characterization of the methods. For example, some might categorize the war option as win-lose while others may see this option as win-win or lose-lose. Students should support their opinion.)

- How might the alternatives affect the original goals of each participant? (Possible answer: Participants may believe the alternatives will meet all or part of their original goals.)

Identify the action.

Note: The answers for the next two steps are offered as examples only. You may choose to work through additional alternatives and plans to illustrate this chart further to students.

- Choose from among the alternatives. Decide whether participants want to resolve or manage the conflict. Which alternatives seem best for this situation and why? Why are other alternatives rejected? (Possible example: Country B decides to ask Country A to agree to allow a neutral third nation to arbitrate the dispute. Country B sees arbitration as leading to conflict resolution, which it feels is desirable for ethical and practical reasons. Country B believes war would be too costly and would seriously escalate the conflict. Country B has never had good relations with Country A so it believes Country A will not negotiate directly. Country A, on the other hand, decides to go to war. It believes war is the fastest method of achieving its goals and resolving the conflict. Country A believes that it will not achieve all of its goals through negotiation or economic sanctions.)

- Make a plan of action. (Possible example: Country B will ask it ambassador located in Country A to meet with Country A's government officials and request that both nations agree to allow a third nation to arbitrate. Country A, on the other hand, will prepare quickly for war. Country A

plans to militarily occupy the disputed land. Country A hopes that country B will withdraw from the area and choose not to engage in a full war.)

- Are the consequences of a particular course of action hard to predict? (Possible answer: Yes. There is no certainty about the following issues: if Country A is militarily superior to Country B, if Country B will withdraw from the disputed land, if Country A will change its policy and allow a third nation to arbitrate, and if still other nations will become involved in the resolution or management of the conflict.

- What are our assumptions about values? (Possible answer: Country B may value non-violence. Country B may assume that negotiation will lead to conflict resolution. Country A may value the display of power. Country A may assume that the show of force will lead to a quick conflict resolution.)

Evaluate the plans.

- How will you know if the plans are working? (Possible answer: Country A may know its plan is working if Country B withdraws from the disputed land. Country B may know its plan is working if Country A decides to let a third nation arbitrate.)

- What are our assumptions about results? (Possible answer: If Country A agrees with Country B to let a third nation arbitrate, we may assume that Country A is no longer preparing to militarily occupy the territory. Similarly, we may assume that the third nation's decision will be adhered to by both Country A and Country B.)

3. Answer any questions students may have about Handout #4. Ask them to think of an example of a conflict presently occurring and a conflict of the past which were managed or resolved. They will use these two examples with Handout #4 on Day 4.

<u>Procedures</u>: Day 4

Conflict Chart Practice: 30 minutes

1. Divide the class into pairs. Ask them to use Handout #4 to analyze two conflicts. Each pair should select one conflict from the past and one conflict from the present to analyze. Give students 20 minutes to write their analyses of two conflicts. You may want to have students analyze the same present or past conflict and compare their alternatives, chosen plans, assumptions, and evaluations.

2. Ask each pair to report on the analysis of one conflict. Use Reference #3 to supplement the discussion. If some pairs analyzed the same conflict, ask students in what ways their

plans were different. You may want to ask students with differing plans to work together to arrive at a consensual plan.

3. If there is time, ask each pair to report on the analysis of the second conflict.

4. Ask the class to summarize what they have learned from this activity.

Discussion of Related Issues: 20 minutes

1. Point out that conflicts can have **constructive** and **destructive** results. Develop definitions of these terms with students. Ask for examples of constructive and destructive results. (Examples: The conflict between the older boy and his brother over the loud stereo might lead to a discussion between the two which builds a sense of cooperation. This could be cosidered a constructive result. If, however, the older boy smashed his brother's stereo a new conflict might arise. This could be considered a destructive result.)

   Ask students to consider what types of conflict management and resolution methods encourage constructive results? Destructive results? Is it possible to make generalizations?

2. If the following points are not made in discussion, bring them up now:

   In evaluating a conflict, deciding whether the results are constructive or destructive can be difficult. For example, the results may benefit one of the participants but harm another. The results of such a conflict, then, are seldom wholly constructive or destructive, but often are a combination of the two.

   Also, there is a difference between conflict itself and the results of conflict. Results are either positive, negative, or a combination of the two. Conflict itself, however, is not intrinsically constructive or destructive. Conflicts have outcomes; the type of situation which results is either constructive or destructive. There is some confusion, however, because people tend to link results with conflict instead of differentiating between the two.

3. Point out that conflict is related to, but not synonymous with, aggression, violence, and competition. It may be helpful to read dictionary definitions of the terms to students. Ask students the following open-ended questions:

   - What is the difference between aggression and violence? Is aggression a physical action? Can it be a mental and emotional outlook? What are possible causes of aggression? Is violence necessarily physical? What are the possible

causes of violence? How may aggression and violence be related? Can one help cause the other?

- o How is conflict related to aggression and violence? Is aggression an element of all conflicts? Is violence an element of all conflicts? Find examples of conflicts that involve neither aggression or violence. Give an example of a global conflict that involves neither aggression nor violence.

- o What is the difference between conflict and competition? What is the role of rules in competition?

4. Ask students which conflicts are most difficult to resolve or manage: conflicts concerning values, interests, or resources? Why?

5. Ask students if their community or American society generally places value on particular conflict resolution or management methods discussed by the class. That is, are some methods culturally preferred in given conflict situations? Discuss rules on conflict resolution or management which may exist in families or classrooms. Similarly, are particular outcomes culturally preferable? If possible, make comparisons with other cultures.

6. Describe the debate about how interpersonal conflicts and international conflicts are related using the following information:

   Many historians and international relations specialists believe that the behavior of nations involved in international conflicts is like the behavior of individuals in interpersonal conflicts because, in fact, it is individuals who are always interacting. If this is true, then it would seem that nations can manage or resolve their conflicts in many of the same ways that individuals do. A further implication is that if international conflicts are composed of interpersonal conflicts, then one way to resolve an international conflict is to resolve the interpersonal conflicts or improve person-to-person relations.

   Some historians and international relations specialists maintain that analogies between interpersonal and international conflicts are misleading. They claim that a nation's behavior is unlike individual behavior and that the options for nations when managing conflicts are distinct from the options for individuals. An implication of this viewpoint is that bad policy judgments can result from making analogies between the two levels. A further implication is that different moral frameworks exist at personal and world levels.

7. Discuss with students the possible analogies between conflict categories by asking these questions:

- o Obviously students resolve their conflicts with individuals non-violently. Do they learn to use non-violent resolution methods or do these methods come naturally? Further, why do students use non-violent resolution methods? Is it for moral or ethical reasons? Are there situations in which students use violence to resolve conflicts? Are there situations where those who use violence feel morally obligated to do so?

- o If a student becomes responsible for the security of a group of people, say a family, would the student be more or less likely to use violence against an attacker, if the group were threatened? Would using violence in such a situation be moral? Justified? Necessary?

- o Finally, what if a student becomes President of the United States, responsible for the security of all its citizens. In case of a conflict with another nation, would the student have more or fewer resolution or management options than if the student were involved in an interpersonal conflict? In this case, is the president morally obligated to use violence?

- o What justifications are given by presidents to use violence against other nations? Is this justification different from the one given when violence is used in national self-defense? Is the use of violence always wrong regardless of the consequenses of the refusal to use violence? Can the use of violence by a nation be justified? Should a nation be held to moral standards? If so, how?

- o What role does law play in the use or non-use of violence as a conflict resolution or mangement method in interpersonal and international conflicts? Is anyone ever legally authorized or required to use violence?

- o In summary, what similarities and differences exist, if any, between interpersonal and international conflict?

8. Ask students to summarize what they have learned about conflict.

9. The next unit in the International Security and Arms Control Project series, Choices in International Conflict, focuses more closely on the latter two elements of conflict, resolution/management and results. It draws a distinction between violent conflict resolution/management and nonviolent resolution/management, and examines the difference in results when either violent or nonviolent methods are used.

SOME GENERAL CONFLICT RESOLUTION AND MANAGEMENT METHODS

This reference sheet is not meant to be exhaustive and some overlap may exist.

Negotiate: participants can talk in order resolve or manage their conflict. Points of agreement and disagreement are discussed. Negotiation may be informal, which means that parties discuss the issues in an unstructured environment, or it may be formal, which means that participants use a structured system reach an agreement. Two types of negotiation are arbitration and mediation. In arbitration, participants select a neutral third party to hear both sides and to make a decision by which the participants have agreed in advance to be bound. In mediation, a third party is selected by participants to hear both sides and to suggest possible courses of action; these suggestions are not binding.

Litigate: a participant can sue the other participant in civil court or have charges brought against the other in criminal court; nations may file complaints against each other in the International Court of Justice (ICJ).

Use Pressure: a partipant can use various methods of indirect coercion to influence and change the behavior of the other participant. Some types of pressure and examples include:

- Hold a boycott: a participant can refuse to buy products or services from the other participant. For example, consumers may refuse to purchase a corporation's products because consumers believe the corporation exploits citizens of a Third World nation.

- Protest: a participant can engage in a protest in order to make a point. Protestors can lawfully demonstrate or can practice civil disobedience. For example, a group of people protesting a country's sale of weapons to another nation may demonstrate (using nonviolent civil disobedience) in front of government buildings. the demonstrators hope to disrupt the government's daily procedures and convince the government that it should change its weapons policy.

- Strike: workers withold their labor power from a corporation. Workers may strike for better working conditions, higher wages, or job security.

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- o Threaten: a participant may threaten to use force or some other method. A participant may be bluffing or may actually intend to follow through on the threat. For example, a nation may threaten to use atomic weapons if another nation does not remove all nations from international waters.

Hold an Election: in some settings, especially those within a single state or national government, the process of voting to determine the outcome of a conflict is available. For example, some citizens may want to change their state's environmental laws. They can write a proposal and put it on the ballot, allowing the state's voters to decide the outcome of the conflict.

Compete: a participant may work singly to achieve its objective hoping that it will reach its objective sooner than the other participant. Competition can be economic, military, political, social, etc.

Use Force: military or other physical force may be used to coerce a participant into changing its behavior.

Withdraw: a participant may change its goals in order to withdraw from the conflict.

Compromise: a participant indicates that it is willing to compromise its position and thereby changes its primary goals.

HANDOUT #4

CONFLICT CHART

Present	Past
STEP 1: IDENTIFICATION	
* Who are the participants? * What are the goals of each participant and what is the nature of the conflict?	* Who were the participants? * What were the goals of each participant and what was the nature of the conflict?
STEP 2: ALTERNATIVES	
* Are there particular areas of agreement or disagreement between the participants to note? * Generate possible alternatives for both participants to resolve or manage the conflict. * Which alternatives might result in a win-win outcome? Win-lose? Lose-lose?	* Were there particular areas of agreement or disagreement between the participants to note? * What possible alternatives existed as methods to resolve or manage the conflict? * Which alternatives might have resulted in a win-win outcome? Win-lose? Lose-lose?
STEP 3: ACTION	
* Choose from among the alternatives. Decide whether participants want to resolve or manage the conflict. Which alternatives seem best for this situation and why? Why are other alternatives rejected? * Make a plan of action for both participants.	* What alternatives were chosen by both participants? Why? Did the participants want to resolve or manage the conflict? * How were the plans of both participants carried out?
STEP 4: EVALUATION	
* How will you know if the plans are working?	* Did the participants' plans work? What happened? Were additional conflict resolution or management steps taken? * What were the results of the conflict?

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TEACHER'S GUIDE TO HANDOUT #4: CONFLICT CHART

This guide is designed to supplement the discussion of Handout #4. Below are further questions you may wish to assign students to answer when they work in groups to analyze conflicts with Handout #4. Or, as student groups are reporting on their analyses, you may wish to ask these questions to clarify and extend the discussion.

STEP 1: IDENTIFICATION

This identification step on Handout #4 refers to these portions of our conflict model:

Participants -- Goals -- Interruption

(See Overhead #1 for the full model.)

Supplemental Questions:

1. Classify the conflict as intrapersonal, interpersonal, intragroup, intergroup, international, or global.

2. Is the conflict concerning values, interests, resources, or resources, or a combination of these? What are the particular values, interests, or resources?

3. Are the participants' goals and motives hidden or obvious? what assumptions have students made about participants' goals?

4. What signals or evidence is there of conflict?

STEP 2: ALTERNATIVES

This step on Handout #4 refers to this portion of the conflict model:

Resolution/Management Methods

Refer to Reference #2 (which may have been supplemented by class discussion on Day 3) for possible conflict resolution and conflict management alternatives. Note that participatns do not necessarily have the same alternatives.

Supplemental Questions:

1. How might the suggested alternatives affect the original goals of each participant?

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STEP 3: ACTION

Note that this step in the conflict chart assumes that both participants are not ignoring the conflict. Conflict resolution or conflict management action is taken by one or both participants.

In answering the questions on Handout #4, encourage students to think of the positive and negative consequences of the courses of action they are considering. Do the participants need to deal with each other in the future? If so, how will particular alternatives affect their relationship? What costs are associated with certain courses of action?

Supplemental Questions:

1. Are the consequences of a particular course of action hard to predict? Why?

2. What assumptions are made about values demonstrated by each participant in preferring one course of action over another? Do participants attach greater importance to one interest over another?

STEP 4: EVALUATION

This step refers to these portions of the conflict model:

Resolution/Management Methods -- Results

In order to evaluate the plans of both participants, it is necessary to consider the results of the conflict. If the plans have changed, are new plans made to meet the primary goals? Have the goals changed? Has the conflict changed? Are the results constructive or destructive? (See Day 4 for a discussion of constructive and destructive results.)

Supplemental Questions:

1. What are your assumptions about results?

Appendix A
RELATED ACTIVITIES

We have provided lists of related activities to offer teachers suggestions of how ideas within this unit may be extended in both general and specific ways. In addition to a lengthy list of social studies activities, separate lists for psychology/sociology and literature are provided below. Connections to California's Model Curriculum Standards are indicated in parentheses.

Social Studies

- We particularly encourage the use of role-plays and simulations as follow-up activities to this unit. You should choose an activity which suits your educational objectives. These are some of the many interactive activities from which to choose:

  "The Road Game," Barbara Ellis Long, et al, Intercom 75, Summer 1974. Center for War/Peace Studies (now Global Perspectives in Education), New York, NY. (Originally published by Herder and Herder, New York, 1970.) This simulation is about competition and cooperation, teamwork and chaos, perception and misperception, communication, and conflict resolution.

  "The Tower of Conflict," adapted by Robert E. Freeman from Strategies to Introduce the Concept of Conflict, East Bay Council for the Social Studies. The purpose of this behavioral experiment and inquiry exercise is to demonstrate graphically the basic dynamics of a simple interpersonal conflict in which two people have mutually incompatible goals.

  "The Oil Islands Dispute," William A Nesbitt, from Teaching Youth About Conflict and Nuclear War, 1973. National Council for the Social Studies, Washington, DC. This activity involves pairs of students representing the United States and the Soviet Union in a dispute over islands in the Bering Straits.

  "Star Power," R. Garry Shirts, 1969. Simile II, Del Mar, CA. This simulation places students in a society where the group with the most wealth is given the right to make the rules for the game. The game teaches players that they may be more vulnerable to the temptation to abuse power than they realize.

  "Town Meeting," David C. King, Patterns for Teaching Conflict, Summer 1976. Center for Global Perspectives (now Global Perspectives in Education), New York, NY. This simulation presents a conflict about environmental and economic concerns.

"The Grand Canyon Issue," David C. King, Patterns for Teaching Conflict, Summer 1976. Center for Global Perspectives (now Global Perspectives in Education), New York, NY. This simulation explores the function of government in reconciling interest groups.

"Gas Station," George Larson, The Conflict Spiral, November 1972. Center for War/Peace Studies (now Global Perspectives in Education), New York, NY. This two-party simulation asks participants to react to a conflict by cooperating or by moving towards aggressive action. See also the simulation "Chicken."

- Discuss whether the structure of the international system promotes international conflict. Are certain social conditions necessary for conflict?

- Consider the potential impact of intra- and interpersonal conflicts upon national, international, global conflicts. For example, have students research the events leading up to the outbreak of World War II and discuss how the relationships between Hitler, Chamberlain and Stalin and their personal feelings and perceptions may have influenced the chain of events. Another example is to have students consider the intrapersonal conflicts of Robert E. Lee in leading the Confederates and of Abraham Lincoln in signing the Emancipation Proclamation.

- Consider theories on innate and learned aggression in humans. A great deal of research has been done on this topic, and the literature is rich. Examine, in particular, the ideas of Sigmund Freud, Eric Fromm, Ashley Montagu, Konrad Lorenz, Desmond Morris, Robert Ardrey, Morton Fried, Lorna Marshall, Peggy Durdin, Sir James Frazer, Margaret Mead, David Pilbean, Robert Jay Lifton, Jerome Frank, Karl Marx, and Charles Darwin. Important concepts and topics include collective aggression, psyche, animal experiments, human evolution, survival of the fittest, Yanomamo Indians of South America, the Tasaday tribe of the Phillipines, Kalahari Bushmen of South Africa, and nomadic tribes.

- Consider the conflicts associated with trade protectionism and government economic subsidies. (U.S. History and Geography Standard 7)

- Consider the conflict associated with conscription and xenophobia during wars. (U.S. History and Geography Standard 7)

- Consider the conflicts underlying isolationism, imperialism and interventionism--America's foreign policies at various stages of history. (U.S. History and Geography Standard 9)

- Consider the conflicts between rural and urban interests and the options for resolution. (U.S. History and Geography Standard 14)

- Consider the conflicts, from the intragroup to the global levels, associated with environmental problems and environmental movements. (U.S. History and Geography Standard 19)

- Consider the conflicts that are often either directly or indirectly at the root of America's expansion and exploration. For instance, were Napolean not at war with Europe, the Louisiana territory may never have been sold by France. Further, how much has America's exploration of space been spurred by the competition between the U.S. and the Soviet Union? (U.S. History and Geography Standard 24)

- Discuss how change leads to conflict and conflict leads to change. Consider such concepts as decline, progress, diffusion, cyclical alteration, and revolutionary advance, and relate these concepts to specific examples. For exmple, relate change and conflict to the causes of the Civil War. (U.S. History, Culture, and Geography Standard 20)

- Consider the conflicts -- such as desire for state autonomy vs. need for strong centralized government and popular rule vs. rule by elite -- that influenced the development of the U.S. Constitution. (American Government, Civics, and Economics Standard 3)

- Consider the means by which intragovernmental conflicts are not only managed but used to advantage as instruments of constitutional enforcement and institutional change. The structure, operation, and capacity for change of the Congress, the presidency, the bureaucracy, and the judiciary could be examined. (American Government, Civics, and Economics Standard 4)

- Consider the constant tensions between the desire for individual freedom, the necessity for individual ethical behavior, the will of the majority, the need for public order, and the relation of these tensions to contemporary domestic issues such as race and sex discrimination, military service, and school integration. (American Government, Civics, and Economics Standard 9)

- Consider how the U.S. Constitution is a plan for expressing, regulating, and resolving conflicts.

- Create a mural of conflict scenes.

- Discuss conflict and cooperation in nature.

- Discuss the role of international organizations, such as the United Nations, in creating, resolving, or managing conflicts.

- Have students record all the conflicts they are participants in for one day or record all the conflicts that are described on the tv or in the newspaper. Analyze these conflicts.

Psychology and Sociology

- Consider theories on innate and learned aggression in humans. (See details of this topic in the social studies list above.)

- Consider the media and what role it plays, if any, in contributing to violence in our society.

- Consider whether or not out society respects individuals or nations that use violence.

- Discuss teenage suicide. Why do some intrapersonal conflicts seem unresolvable to teenagers?

- Discuss how perception, misperception, and communication are related to conflicts. Historical examples include World War I and the Cuban Missile Crisis.

- Discuss violence in sports.

- Consider how males and females may solve conflicts differently. In particular, examine the competing ideas of Lawrence Kohlberg and Carol Gilligan on moral growth.

- Discuss criminal violence.

- Discuss the relationship between cultural differences and conflict. Consider the following concepts: ethnocentricism, stereotyping, prejudice, and cultural values.

- Compare and contrast cooperative and competitive games.

- Consider how the most powerful people you know obtain and use their power.

- Discuss the role of stress and frustration in conflict resolution.

Literature

- When studying Hamlet by William Shakespeare, consider the following:

  - Are the conflicts in the play intrapersonal, interpersonal, or group?

- Look at Hamlet's soliloquies. Are the conflicts within Hamlet a result of or caused by the conflicts he has with his uncle?

o When studying To Kill a Mockingbird by Harper Lee, consider the following:
  - One of the motifs of the novel is: "It's a sin to kill a mockingbird." How is this statement symbolic of the violence and conflict within the novel? How is symbolism used in real life to describe conflicts?
  - In the novel, does the interpersonal conflict between Tom Robinson and his accusers spread to become a group conflict involving all the members of the town's community, or does the interpersonal conflict come about because of already existing community racial tensions?

o Consider the question, "Are human beings innately violent?" when studying The Lord of the Flies by William Golding.

o Discuss the expression of conflict in U.S. slave stories.

o Practice writing a description of a conflict situation in which all participants involved in the conflict will agree.

Appendix B

CONNECTIONS TO TEXTBOOKS

This unit may be easily and appropriately used in conjunction with many social studies textbooks, psychology textbooks, sociology textbooks, and literary works. Suggestions for use of this supplmentary unit follow.

Social Studies

This unit may be integrated into discussions of textbook topics such as slavery and the Civil War, the American Revolution, relations between settlers and Native Americans, labor movements and the Industrial Revolution, the Constitutional Convention, the Cuban Missile Crisis, World War I, the United Nations, World War II, the Vietnam War, the American civil rights movement, the Camp David Accords, the rise of multinational corporations, international development, and comparative economic systems.

Psychology/Sociology

This unit could be integrated when introducing and examining the following topics: individual aggression, group aggression, dissonance theory, situational ethics, society, laws, violence, and war.

Literature

Because the tension present in most literature involves conflict on some level, this unit may be used when studying and analyzing almost any major piece of writing. When studying any piece of literature in terms of its conflictual elements, it may be interesting to distinguish between conflict between characters and the conflict within characters, and to define the elements of conflict relevant to that particular work.

Appendix C

CONNECTIONS TO CALIFORNIA'S HISTORY/SOCIAL SCIENCE FRAMEWORK AND MODEL CURRICULUM STANDARDS

As a service to California educators, we have described below the ways in which **THE ANATOMY OF CONFLICT** ties into the History/ Social Science Framwork and Model Curriculum Standards.

History/Social Science Framework

This unit can be utilized in the following history/social science goals and curriculum strands:

Knowledge and Cultural Understanding: historical literacy, ethical literacy, geographic literacy, and sociopolitical literacy.

Skills Attainment and Social Participation: basic study skills and critical thinking skills

This curriculum unit, in its entirety or in separate lessons, can be used as is or adapted to supplement textbooks and other teaching materials in these courses: World History and Geography: Medieval and Early Modern Times (Grade 7), US History and Geography: Growth and Conflict (Grade 8), Our State in the Twentieth Century (Grade 9), The Humanities (Grade 9), Comparative World Religions (Grade 9), Psychology (Grade 9), Sociology (Grade 9), Women in Our History (Grade 9), Ethnic Studies (Grade 9), Law-Related Education (Grade 9), World History, Culture and Geography: The Modern World (Grade 10) US History and Geography: The Modern World (Grade 10), US History and Geography: Continuity and Change in the Twentieth Century (Grade 11), Principles of American Democracy (Grade 12), and Economics (Grade 12).

Some adaptations are listed in detail in the studies studies, psychology, and sociology sections of Appendix A (Related Activities). Generally, as all of the courses listed above examine a variety of conflicts, this curriculum unit directly supports the teaching of all these courses as this unit provides a basic framework for the analysis of conflicts.

History/Social Science Model Curriculum Standards

Adaptations of this curriculum unit to meet the History/Social Science Model Curriculum Standards are described in Appendix A (Related Activities). Listed below are some ways in which this unit directly supports the Model Curriculum Standards.

United States History and Geography

Standard 1: "A course should enable students to understand the chronological flow of events, the dynamics of change, and the critical links between past and present." Lessons two and three of this unit help students develop critical and analytical

approaches in examining conflicts, which make up much of the historical flow of events and contribute to the dynamics of change.

Standard 37: "A course should provide opportunities for students to develop basic, creative and critical thinking, and interpersonal or social participation skills." All lessons of this unit expose students to techniques of conflict analysis as well as conflict resolution/management strategies.

World History, Culture and Geography

Standard 2: "A course should be worldwide in scope, including Western, Middle Eastern, Asian, African, and Native American cultures and civilizations. This is essential to allow students to grasp the deep historical roots of contemporary global interdependence." All lessons of this unit expose students to the often interdependent nature of conflicts in the world and gives them opportunities to analyze examples.

Standard 5: "A course should introduce students to the discipline of history and the social sciences. It should show how historians and social scientists sift evidence to arrive at an approximation of truth; and it should give students an understanding of analytic concepts with which they can more effectively interpret, compare, criticize, and question the important issues of both the past and the present..." Lesson two of this unit provides students with analytic techniques to evaluate historical episodes and gives them opportunities to practice such analysis.

Appendix D
BIBLIOGRAPHY

Materials Used to Prepare this Unit

Most of the following materials are described fully in the Bibliography of Nuclear Age Educational Resources distributed by the International Security and Arms Control Project.

Conflict, David C. King, Summer 1976. Center for Global Perspectives (now Global Perspectives in Education), New York, NY.

"Patterns of Human Conflict," David C. King and Center for War/Peace Studies (now Global Perspectives in Education), 1973. Warren Schloat Productions, Tarrytown, NJ.

Strategies to Introduce the Concept of Conflict, Barbara F. Brown, et al, East Bay Council for the Social Studies. California Syllabus, Oakland, CA.

Teaching Youth About Conflict and War, William A. Nesbitt, et al, National Council for the Social Studies, 1973. Washington, DC.

"Teaching Global Issues Through Simulations: It Can Be Easy," Intercom 75, Summer 1974. Center for War/Peace Studies (now Global Perspectives in Education), New York, NY.

Other Related Reference Materials on Conflict

The following list is not meant to be exhaustive but it should provide educators with some sense of what's available. Consult your local library for a more extensive list.

Conflict and Compromise: International Law and World Order in a Revolutionary Age, Edward McWhinney, 1981. Holmes and Meier Inc., New York, NY.

Conflict and Peace in the Modern International System, Evan Luard, 1968. Little, Brown, & Co., Boston, MA.

"Conflict: Psychological Aspects" by Edward J. Murray, "Political Aspects" by Robert C. North, "Social Aspects" by Lewis A Coser, and "Anthropological Aspects" by Laura Nader, International Encyclopedia of the Social Sciences, vol. 3, 1968. Macmillan and The Free Press, New York, NY.

The Functions of Social Conflict, Lewis Coser, 1956. The Free Press, New York, NY.

International Conflict for Beginners, Roger Fisher, 1969. Harper and Row, New York, NY.

New Ways of Managing Conflict, J. and R. Likert, 1976. McGraw Hill, New York, NY.

The Strategy of Conflict, Thomas C. Schelling, 1963. Oxford University Press, New York, NY.

Other Related Classroom Materials on Conflict

Most of the following materials are described fully in the Bibliography of Nuclear Age Educational Resources distributed by the International Security and Arms Control Project. The items below focus on violence, war, nonviolence, and conflict at the international level. (If you are interested in materials on personal conflict, refer to the International Security and Arms Control Project bibliography.) See also the list of simulations in Appendix A.

Choices In International Conflict, Robin Riddle, et al, International Security and Arms Control Project, Stanford Program on International and Cross-Cultural Education, 1988. Stanford, CA.

Conflict Activity Cards, Margaret J. Levy and George C. Otero, Center for Teaching International Relations, 1980. Denver, CO.

"Conflict Resolution," Martha Pomainville, et al, Learning Ventures/Bantam Books, 1977. Wilmington College Pece Resource Center, Wilmington, OH.

Human Nature & War, edited by William A. Nesbitt, 1973. University of the State of New York, Albany, NY.

International Law in a Global Age, Marshall Croddy and Phylis Maxey, 1982. Constitutional Rights Foundation, Los Angeles, CA.

"Learning Activities: Peace," World Without War Council of Northern California, 1977. Berkeley, CA.

Learning Peace, Grace C. Abrams and Fran Schmidt, The Jane Addams Peace Association, 1972. The Women's International League for Peace and Freedom, Philadelphia, PA.

Let Peace Begin With Me, Mary Lou Kownacki, 1983. Twenty-Third Publications, Mystic, CT.

More Means Less: Conflict and Resolution, edited by Roy A. Price, et al, 1973. MacMillan Publishing Co., Inc., New York, NY.

Perspectives: A Teaching Guide to Concepts of Peace, Educators for Social Responsibility, 1983. Cambridge, MA.

The Problem of War: A Global Issue, Roberta Moore and Joseph Moore, 1980. Hayden Book Company, Inc., Rochelle Park, NJ.

War, Association for Values Education and Research, 1979. Ontario Institute for Social Studies in Education, Ontario, Canada.

War or Peace in the Twentieth Century, Eleanor Roosevelt Institute and Greenhaven Press, Inc., 1986. Greenhaven Press, Inc., St. Paul, MN.

Why Are There Wars?, Mary Bowen Hall and Sue Mansfield, 1986. Scott, Foresman and Company, Glenview, IL.

Appendix E
EDUCATIONAL PHILOSOPHY

This curriculum unit is part of a series of units being developed by the International Security and Arms Control Project of the Stanford Program on International and Cross-Cultural Education. After a September 1984 review of available curricula for elementary and secondary teachers in the international security and conflict field, the project discovered a need for classroom materials with more balance, a wider range of perspectives, and greater use of critical thinking skills. (These findings were confirmed in a January 1987 review.) Other needs include materials which meet teachers' goals for greater flexibility of use, shorter time frames, and sensitivity in the treatment of controversial issues.

Curriculum Development. Teachers and international security experts were recruited to assist the project in determining what the key issues are in this field and in outlining a strategy to insure that the qualities listed above are evident in each new unit. Ten key social studies-related topics were identified; these topics were further grouped into four clusters. The plan was to develop a three- to six-day social studies curriculum unit on each of the topics.

This topical approach was selected as it maintains flexibility for the teachers. Each of the units is designed to stand alone. A teacher who doesn't have the luxury of a separate course on international security issues or even several weeks to use the entire set of units could insert one or more of the units into an existing course when appropriate. (Some suggestions of when the units may be integrated among themes or events covered in standard textbooks are an element of each unit.)

Some of the titles currently under development or already published include:

The Anatomy of Conflict
Choices in International Conflict
Evolution of the Methods and Rules of War
Major Concepts/Events in US-Soviet Relations: From the Origins to Recognition
Major Concepts/Events in US-Soviet Relations: 1945 - Late 1980s

While all of the materials being developed are designed for use primarily in social studies classrooms, many of the units are applicable to science and language arts classrooms. (Other curriculum units primarily for language arts classrooms are being developed as well.)

Educational Philosophy. The ISAAC Project believes it is appropriate for the project to hold opinions about educational issues, particularly since topics covered within international security education can be controversial. As the project believes it is inappropriate for an educational organization to take stands on political issues, it has not advocated any political viewpoint in its curricula. (Advocacy in the classroom is not education--it is indoctrination.) The project's educational convictions are described below:

o Balance and Multiple Perspectives: The project believes that balanced instruction is a realistic and desirable goal. Balanced instruction has two major elements: first, determining what views exist on a topic and which should be presented, and second, presenting those views. On a given subject, many people are aware of only one or two viewpoints whereas many more may actually exist. Although it is the project's goal that teachers go out of their way to seek as many viewpoints as there are on an issue, the project recognizes that this is difficult because the media usually concentrates on the "major" views and organizational resources in many areas may lack diversity.

  In determining what views to present in a classroom, the ISAAC Project encourages teachers to present a continuum of views, not to polarize stands in pro/con format, which tends to oversimplify the debate. Complexity should not be routinely avoided.

  The second element, balanced presentation, relies on the conclusions of the initial fact-finding stage. Here again, the project encourages the presentation of multiple perspectives on an issue. Beyond this, such presentation should be equally fair and thorough on all perspectives. Perspectives should be introduced and analyzed without teacher advocacy. The project recognizes that many teachers believe stating their own viewpoint to the classroom to be essential; it asks these teachers to provide ample opportunity for student or other teacher viewpoints to be heard so that one advocacy position is not presented to the exclusion of others. Balanced presentation of historical and contemporary issues is an integral part of citizenship education.

o Critical and Creative Thinking: Given that achieving this goal of balanced instruction will ensure the utilization of a framework for comparing conflicting ideas and competing ideologies, it is essential that classroom materials encourage the development and expansions of students' critical and creative thinking skills so that they may compare, analyze, and evaluate multiple perspectives. After identifying values and assumptions of particular perspectives, students must learn how to seek further information and analyze this information. Students should be

contemporary issues. If students are to become responsible citizens, they must be able to define a problem or issue, judge relevant information, draw connections and conclusions, and solve problems. The ISAAC project has developed multi-modal, non-lecture-based activities which will enhance students' abilities to think analytically about complex issues, distinguish fact from opinion, and recognize bias and propaganda.

- Historical and Geographic Context: In analyzing the issues of international security, students must be provided with a historical and geographic context. Such context-setting will contribute to the identification of key actors involved in a contemporary issue; some actions the actors might undertake and their likely consequences; the differing values, assumptions, and perceptions which seem to motivate the actors; and ways the issue affects or is affected by other issues.

- Age-Appropriateness: Topics within international security and conflict education are not appropriate for all levels. Teachers must determine what materials are appropriate for their own classes. Each of the ISAAC Project units is developed and tested for grade levels at which the content is appropriate and pre-requisite knowledge is met by students.

- Values and Ethical Issues: The study of these topics inevitably raises issues of an ethical or value-related nature. In the project's materials, specific value positions have not been endorsed. Nevertheless, some would judge the decision even to teach these issues a value choice. What is crucial from the project's perspective is the context and process in which such issues are discussed. Teachers face the difficult task of encouraging the king of free expression which is at the core of our democratic values while at the same time meeting the norms of sound educational practice, including political balance. The project encourages teachers embarking on the study of these issues to engage in a dialogue within the educational and larger community about the ethical and value questions raised in teaching these topics.

- Other Features: Whenever possible, ISAAC curricula include interactive, student-centered activities (such as debates, simulations, role plays, group discussions, dramatic presentations, and cooperative group projects); primary source materials; and visuals. Materials have a high degree of respect for teachers and students and set high aims for student outcomes.

- Curriculum Testing and Review: In order to ensure that ISAAC Project curricula contain and emphasize these elements of sound education, the project submits its materials for rigorous pilot-testing by elementary and secondary teachers not directly involved in a unit's development and review by

faculty members at Stanford University. If an issue analyzed in a unit is particularly controversial, the review process is expanded to include educational leaders, scholars, and political leaders nationwide. Revisions of the units are based upon pilot-testing results and reviews.

It is the teacher's responsibility and privilege to use the curricula wisely and with sound educational goals in mind. Of course teachers know best their classrooms' dynamics and may adapt ISAAC materials as necessary; the project asks that these teachers keep in mind our project's educational philosophy. The ISAAC Project hopes that these materials will be useful in providing students experiences to learn and think about integral issues in the international security and conflict field. The project encourages comments from teachers who use the materials.